BRUCE'S
SCHOOL BOARD MANUAL

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School Board Manual

A reference work on School Administrative Labors for the Use of School Authorities.

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Published by
THE AMERICAN SCHOOL BOARD JOURNAL
Milwaukee, Wisconsin

226699

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PREFACE.

It is the purpose of this little volume to answer in ready reference form all questions which may arise in school administrative labors and to present in compact form the experience and accepted conclusions of school boards on various problems, and thereby facilitate the labors and increase the efficiency of those having the direction of school affairs in charge.

School boards are isolated bodies. They do not mingle with each other as such. Their proceedings are hidden from one another, except in rare instances where they are printed in the columns of a newspaper or in pamphlet form. But even here important actions are submerged in a mass of routine and only intelligible to an outsider after they have been disentangled from official verbiage.

This fact, together with the transitory character of the average school board and the absorbing occupations of many of its members render helpful literature on school administration most necessary. The man who is constantly preoccupied with business or professional labors has little time or inclination to wade through a mass of literature in order to equip himself adequately for school administrative duties. He may rely upon the practical sense which has served him in his regular business or professional labors only to find that he

lacks the experience and the ready access to precedence so necessary to fruitful deliberation and wise conclusions in public affairs.

During the history of one school system many problems are solved and the experience thus gained is duly expressed and preserved in fixed rules and regulations. In the course of time the best thoughts of many minds, covering varied conditions and a long period of years bearing on wise management, is accumulated.

But, while the school director may have access to the accumulated experience of his predecessors he still lacks those of other school boards in other cities, other towns and villages. In many things the conclusion of several school boards may be alike and yet in many others they may vary materially, one being sound in its policies, the other nearly so, and the third absolutely wrong. Again, one school system may have solved, at a great cost, a problem which still remains to be solved by the other. Questions, entirely new to them, constantly press themselves upon one set of school boards for adjudication which have already been solved successfully by another set.

To convey the experience of one to the aid of the other will tend to avoid confusion, vexation and unnecessary expense. To act as such conveyor is the mission of this book.

The material drawn upon has been furnished in the rules and regulations adopted by boards of education, both large and small, in the various sections of the country. While in most in-

stances given in compact form, in others the rules are given verbatim. Where they have been adopted by several school boards all references, in the interest of brevity, are omitted and where the original authorship can be determined due credit is given.

The main purpose of the book would be defeated if the ready reference plan were not consistently carried out and emphasized. The various subjects are arranged in alphabetical order throughout. The subdivisions coming under the headings of Pupils, School Boards, Teachers, Text-Books, etc., are again made in their alphabetical order. W. G. B.

SCHOOL BOARD MANUAL.

ADMINISTRATION. The administrative powers of a school system are vested in the school boards, whose functions, in the more liberal sense, are legislative, executive and judicial within the meaning law of the state which creates them. While school boards, as a rule, assume all the legislative functions they, nevertheless, delegate much of their executive and judicial powers to the superintendents. In localities the latter are entrusted with the general management of the schools having the initiative in all matters professional, the adoption of courses of study, text-books, appointment of teachers and the purchase of supplies, subject to the approval of the board. In others, the school boards take the initiative themselves seeking merely the superintendent's advice and counsel on matters purely professional, while in still others, the boards circumscribe the powers of the superintendent to the direction of the professional labors of the schools.

The tendency in modern school administration, however, is to enlarge the powers of the superintendent and to draw a clearer distinction between the business and professional labors of the governing factors.

ADVERTISEMENTS. No advertisement should be read, distributed or given away in school, nor should newspapers, books, publications or articles of any kind be advertised, distributed or exhibited in schools by teachers, pupils or other persons, nor should the names of pupils be given to anyone for the purpose of circularizing them with advertising matter.

AGENTS. Salesmen or other persons should not be permitted indiscriminately to visit teachers or students at the schools for the purpose of influencing the purchase, order or use of books or supplies, or for the purpose of taking pictures of the building or pupils. In places where the principal has a voice in the purchase of supplies or adoption of text-books reasonable time should be granted to the agent to present the merits of his book or apparatus provided these are needed, and where an adoption or purchase of books is in contemplation. The privilege should also be granted where high school teachers are expected to make recommendations on the books and appliances required in departmental work. (See Bookmen.)

AGRICULTURE. (Study in rural schools.) The elements of agriculture as a study for pupils in rural schools have been introduced experimentally in several states. The superintendents of several large states in the West favor the movement, which is constantly growing, and have prompted the publication of text-books on the subject.

APPARATUS. Definition.—The courts have decided that school apparatus implies such articles as globes, maps, charts, etc. The word "apparatus," it is held, cannot be strained to cover school furniture.

Condition. — Rules should be formulated and displayed in every schoolhouse regarding the care and use of apparatus, and the fine to be exacted in case of the wilful destruction of the same. The school board should examine or else the superintendent, principal or teacher should be requested to report at least once a year on the general condition of all apparatus.

Inventory. — Before the close of each school year, during the months of May or June, a complete inventory of all apparatus and where located should be made and submitted to the board.

Needs.—The superintendent or secretary should submit during the vacation months, during the months of July and August, a full list of the new apparatus, desired and required. He should specify the kind and number, together with the probable cost of the articles required.

How Ordered.—The names of firms that manufacture or deal in school apparatus may be readily ascertained by consulting the advertising columns of any first-class educational journal. The firms found here are usually reliable both as to the quality of the goods and the prices exacted. Orders ought not to be delayed, until the latter part of August if a prompt delivery of the goods is desired.

ARBOR DAY. The movement to encourage tree planting through the medium of school children found its inception on the western plains. The absence of woodlands and the exposure of lone schoolhouses to the elements prompted the thought. A group of trees around a schoolhouse would prove a desirable barrier against the fierce winds from the north and west.

The day was first observed in Nebraska and legalized by that state in 1872. Since then the following states have fixed a tree planting day: California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont and Wisconsin.

In most of these states the day has been legalized, authorizing the governor to name the date which is usually fixed during the month of April.

The State Departments of Public Instruction also send out annually booklets containing suitable exercises. These consist of selections from great authors and are designed to instill in the minds of the young a taste for the beauties of nature. In this direction the observation of Arbor Day has proven valuable, but it has also served to enchance the beauty of school grounds.

ATHLETICS. The athletics with which school boards are likely to be called upon to deal with are confined almost wholly to the high

schools. Every high school in the country has its athletics. While these are usually directed by the faculty under the sanction of the board they are governed frequently by rules fixed wholly by the administrative heads. Some school boards strictly forbid football and other athletic sports. Where such rules exist they have been adopted as a result of some serious accidents and upon the request of the patrons of the schools. In a number of high schools where athletics are forbidden they are conducted off the school grounds and outside of the jurisdiction of the authorities.

Rules.—Where school boards sanction athletics the following rules usually prevail:

All athletics conducted in the name of the high school, are subject to the supervision of the advisory committee, consisting of the principal and his assistants. This committee has the power to veto any action or conduct that seems to it detrimental to the work of the school or injurious to its good name.

No high school student shall enter athletic contests unless he has the required standing in at least four studies.

Pupils can belong to athletic organizations if they present written consent of parent or guardian.

No team is allowed to play in any match game with any other school located outside of the city unless accompanied by a member of the faculty.

BATHS. In larger cities where the slum districts send unclean and unkempt children to the schools the authorities have provided baths. The janitor or his assistant is placed in charge of the male pupils, who are cleansed and even clothed so as to be presentable in the class room, while the janitor's wife or female assistant attends to the female pupils. Wherever the baths have been introduced they have been found to wield a marvelous influence upon the children coming from the districts named, and upon the general moral tone of the entire school.

BIBLE READINGS. No book which has ever been adopted, or rejected, for schoolroom use by school boards, has aroused more controversy, than the Bible. The followers of one religion oppose a certain version while those of another do not believe in the New Testament. Then there are those who believe that religious instruction of any kind should not be tolerated in the schools.

Selections from the Bible are read in many schools notably in rural schools, at the opening of the morning session. The Lord's Prayer is also read in a number of schools. In most schools, however, all religious exercises are omitted.

Compromise. — At Chicago some few years ago a concerted movement was made on the part of several of the Protestant denominations together with the Catholics and Jews to introduce Bible readings in the schools. A text-book consisting of Bible selections made by the represen-

tatives of the various religious organizations was adopted but its introduction in the schools was defeated in the courts by the free thinking element. The work suffered a similar fate in the cities of Detroit and Grand Rapids, Mich.

Literary.— The strongest defense of the Bible in public schools is made by Thomas H. Huxley when he says:

"Take the Bible as a whole, make the severest deductions which fair criticism can dictate for shortcomings and positive errors eliminate, as a sensible lay teacher would do, if left to himself, all that is not desirable for children to occupy themselves with: and there still remains in this old literature a vast residium of moral beauty and grandeur. And then consider the great historical fact that, for three centuries this book has been woven into the life of all that is best and noblest in English history. I am in favor of reading the Bible, with such grammatical, geographical and historical explanations by a lay teacher as may be needful with rigid exclusion of any further theological teaching than that contained in the Bible itself. And in stating what this is, the teacher would do well not to go beyond the precise words of the Bible."

Legal.—The decision of the Supreme Court of Wisconsin forbidding the use of the Bible in public schools of that state has been recognized by most states as fixing the legal status of the question.

BOOK COVERS. To place school books in strong paper binding has long been recognized

as being strictly in the interest of economy and sanitation. The inventive genius has devised book covers which are made of paper most durable in quality and in form so convenient as to permit their ready adjustment to the books. The surface of the covers is smooth and does not permit the lodgement of germs or filth. The use of book covers materially prolongs the life of a school book. In districts where the free text-book system prevails the covers are used in large quantities by school boards and are regarded as indispensible.

BOOKMEN. Their Mission.—The agents of educational publishing houses are both loved and despised. They are usually popular among the school people because of their geniality, helpfulness, scholarship and judgment. They are disliked on the other hand, by impatient school officials who do not fully understand or appreciate their mission.

The bookman is employed to promote the sale of his employer's goods. In order to accomplish what his house pays him for, he must exploit the merits of these goods, and by argument and pursuasion effect their sale. This is legitimate. No merchant would ask or expect less of his salesmen.

Relation to Officials.— Any one having an article to sell which is likely to be needed by the school system is entitled to attention. The school official is by virtue of his office, in duty bound to grant a respectful hearing if his school system is in the market for goods. If he con-

templated a purchase for his own use he would most certainly take some time to examine the goods, ascertain prices, etc. As the representative of the school system, he must be equally ready to investigate. The merits of a book cannot always be fully exploited in a ten-minute talk before a committee. A personal audience, while not absolutely necessary is much more satisfactory, as it will elicit more information regarding the relative merits or demerits of books than could possibly be secured at a formal committee meeting.

Bookmen have their distinctive uses, and if we eliminate the few instances where they give annoyance, we will find them companionable, serviceable and educational servants of a desirable type. While the modern text-book is a reflex of the best educational thought—the bookman is the medium that carries the thought into action. In the best sense he is the advance agent of educational progress.

BUDGET. In school systems where a timely anticipation of future needs actuates the school board and where the city council demands it, an annual budget is prepared one year in advance. The sums of money to be used during a school year are apportioned into the several items, including salaries, supplies, buildings, maintenance, etc.

CITY COUNCILS. It is a well known fact that wherever a city council is given authority over a school board serious clashing follows sooner or later. These tilts would be of little

consequence, except to furnish attractive news matter for the press, were it not for the fact that they are invariably followed by detrimental results to the educational interests of the community. Harrassing tactics are employed to reduce appropriations, to govern taxation, to determine the location of new school buildings or delay the repair of old ones, etc.

And woe to the school board that is the direct creature of a city council! Here the alderman, who feels his power in making or unmaking a school board member, rules with an iron hand. His influence does not end with the selection of a school site, or the employment of a janitor, but he attempts to determine the list of professional workers as well.

In a combat between the city council and a school board, the former usually displays greater skill in the way of political trickery and manipulation. The unscrupulous ward heeler is much more apt to find his way to a seat in a city council chamber than in a school board. The latter is usually composed of a higher type of citizenship and consequently given to cleaner methods. If the school board, that derives its powers from a city council, does not do the bidding of its creator, trouble will surely follow.

CLASS ROOMS. The following are recommendations applying to class rooms:

1. They should be amply lighted and the windows properly placed.

2. There should be at least one square foot

of glass in the windows to five square feet of floor in the room.

3. The light should be furnished as far as possible from the left side, the scholar facing the blackboard.

4. The windows should reach nearly to the ceiling, which should be high.

5. The walls should be tinted light green or blue-grey or cream color—not red.

6. Blackboards should never be put between windows, and when of large surface, the absorption of light should be modified in some way.

7. Desks should be single and of adjustable pattern, so as to be properly gauged to the height of the pupils.

8. When shades are required to modify direct sunlight they should be equipped with fixtures so as to enable the light to come in from the top whenever desired, as well as from the bottom.

CLEANLINESS. When a child appears with soiled skin, a note should be sent home to its parents calling attention to the fact.

General house cleaning should be instituted at least twice a year. The floors, doors, doorknobs, stairs and hand-banisters of schoolrooms should be washed with a hot washing soda solution (one-half pound washing soda to three gallons of water) at least once a week.

Iron or steel mats should be placed at the entrance doors and the children required to scrape their shoes. Coat rooms during conta-

gious epidemics should be disinfected with Formaldehyde.

CLOSING SCHOOLS. In many localities it requires a three-fourths vote in the affirmative of the entire membership of the board of education to suspend a session of the public schools, except on legal holidays, and it also requires the consent of three-fourths of the members present at any regular or special meeting to consider a proposition to adjourn the schools.

CO-EDUCATION. Prof. C. B. Gilbert of New York City, has the following to say on co-education: "The bringing together of boys and girls into the same class rooms and recitation rooms is according to the laws of nature and society. The separation of boys and girls in the elementary education, if it has any basis at all, is based upon a total false conception of human relations and of moral culture.

It suggests clearly ideas which belong to a degree in certain European countries, but which no rational people think tend to the betterment of the morals of sex."

CONTRIBUTIONS. There is a tendency to make the school a sort of clearing house for charitable or patriotic movements. The collection of moneys from the pupils, although the sums are quite small, is discountenanced by many school boards.

There are several objections. The poor child whose parents cannot contribute is placed at a disadvantage with the child whose parents can

and do contribute liberally. At any rate the spirit of democracy which should pervade every school is here disturbed.

Again the collection of money from pupils interferes, if only slightly at times, with the regular labors of the class room.

The contribution of vegetables, fruits and fowl Thanksgiving Day and gathered at the schoolhouse and distributed by the teachers and pupils to the poor is generally permitted.

CORPORAL PUNISHMENT. Argument.— Those who defend corporal punishment contend that the old maxim "spare the rod and spoil the child" holds good at all times, that its application maintains discipline when no other expediency can, and that it reclaims the incorrigible when other means fail.

The opponents hold that the infliction of corporal punishment is a form of savagery; that it hardens the culprit and has at the same time a debasing effect upon the well behaved pupil. The competent teacher it is held can govern by kindness and persuasion.

Exemption.— Parents are permitted to file with the principal a written request that their children be not corporally punished. Such children may be suspended for disorder, idleness and inattention to duties, for a period of not more than ten days for each offense; but no child can be readmitted after a third suspension without the action of the board.

All students in the high schools and girls in the grades are usually exempt.

Freak Punishment. — Blows upon the head, violent shaking of pupils and lone confinement is prohibited.

How Applied.—Either a strap or a rattan must be used when the necessity for corporal punishment arises, but must not be inflicted in the presence of the victim's classmates or during the lesson in the course of which the offense is committed. It should be applied only in extreme cases, as a last alternative, and only by the principal or by his express authority.

Tendency. — Nearly one-half of the larger cities have abolished corporal punishment. The tendency in recent years has been to reduce the application of corporal punishment to a minimum. While some school systems have abolished it entirely, it has been deemed wise by others to take no official action, yet let it gradually sink into disuse. Teachers prefer that the rule authorizing them to inflict corporal punishment remain, although they may seldom if ever avail themselves of it.

CURFEW LAWS. In many towns and villages the school boards have, in the interests of the schools, brought about the enactment of curfew laws. In such towns and villages the ordinance prohibits children under the age of fifteen years from being on the streets after nine o'clock P. M., unattended by some adult, except by permission in writing by the board of education.

DELINQUENTS. Employes of school boards, including the teachers, are expected to pay their just debts and, if they are able to do so and refuse, their refusal should constitute cause for dismissal.

DISEASE. No pupil known to be afflicted with any contagious diseases, or coming from a family where such disease exists, should be received into the schools; pupils who have had measles, whooping cough or mumps should not be excluded on account of those diseases in the family.

The following diseases are classified as contagious: Smallpox, scarlet fever, diphtheria, measles, chicken-pox, whooping cough and mumps.

DISINFECTANTS. The school janitors of Philadelphia are under the following instructions: "Sprinkle floors of class rooms daily with a solution of cretosol, teacupful to a gallon of water, warm, before sweeping. Wipe off hand rails to stairways and tops of desks with a solution of chloride of lime, teacupful to a gallon of water. Flush latrines daily and disinfect them with cretosol of the above strength; also ventilate latrines and closets daily. Boil slate pencils after close of school each day. When a child is taken sick in school, disinfect desk and all the belongings of that child by using either the solution of cretosol, chloride of lime, or boiling water. In case any article belonging to

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the child cannot be disinfected it should be burned.

DRINKING FOUNTAINS. In place of the ordinary drinking cup which is considered unsanitary by medical authorities a drinking fountain which is self-cleaning has been introduced. It is in use in a number of modern school buildings and is giving satisfaction.

The fountain or nozzle is egg shaped, with the opening on the top. A slight pressure of a ring, which surrounds the nozzle starts the water, which bubbles up like a natural spring. When the pressure upon the ring ceases, the valve closes. By means of a detachable key, the outflow from the nozzle may be regulated, according to the strength and volume of the supply.

Aside from its sanitary advantages it prevents the splashing or squirting of water by mischievous boys.

EDUCATION. Test—Dr. Nicholas Murray Butler, president of Columbia University, has proposed the following five tests of education, in the broadest sense of the term:

1. Correctness and precision in the use of the mother tongue.
2. Those refined and gentle manners which are the expression of fixed habits of thought and action.
3. The power and habit of reflection.
4. The power of intellectual growth.
5. Efficiency, the power to do.

ENTERTAINMENTS. The various forms of entertainment usually given by pupils and others under the direction of the principal or teachers of a school, where an assembly hall is provided, are usually sanctioned by school boards. The latter in many instances demand, however, that where an admission fee is exacted that a detailed report of the receipts at a school entertainment and the disbursement of the funds be made.

EQUALITY. Under this heading J. M. Howell, president of school board, Dallas, Tex., very aptly says: "The public school system recognizes no caste, no class, no political or sectarian standard. All classes, all phases of thought, are represented and the teacher generally succeeds in harmonizing these various elements and bringing them together on a broad basis of mutual respect, love of humanity and a high order of patriotism. If the accomplishment of these results can be fairly claimed for the public school system every man, woman and child should be its friends and do all they can to increase its usefulness and make its influence felt in every department of human effort, and progress. The public schools deserve the support of all classes, not only on moral and intellectual grounds, but also on the grounds of a safe and sensible financial investment by the community, the city or the state.

ETHICAL COURSE. One of the most interesting recent efforts to make ethical teaching

systematic is that of the school authorities of Anderson, Ind., who have devised and adopted the following course in manners and morals:

First Grade—(1) obedience to parents and teachers; (2) kindness to parents, brothers, sisters, playmates; (3) unselfishness—sharing playthings, etc., with others; (4) love for parents.

Second Grade—(1) truthfulness—give numerous illustrations to enforce the lessons; (2) kindness to animals—read "Black Beauty;" (3) cleanliness of person and dress; (4) pleasant voice and pleasing manner; (5) love of home.

Third Grade—(1) cheerfulness and the advantage it is to one's self and the happiness it brings to others; (2) honesty and its rewards; (3) respect for parents, teachers, strangers, and old people; (4) good habits—also some things to be avoided, as swearing, smoking, chewing, the use of coarse language; (5) love of the flag.

Fourth Grade—(1) self-respect—the qualities a person must have before he will respect himself; some of the rights and privileges of children; respect for the rights and privileges of others; (4) politeness at home; at the table, on the street, in company; letters of recommendation—good habits, the best recommendation a boy or girl can have.

Fifth Grade—(1) industry—its necessity, its benefits, its rewards; (2) promptness and regularity; (3) economy and its relations to getting on in the world; (4) justice; examples of justice should be taken from the home, the school, the

playground, and society; the idea may be enforced by the examples of injustice; (5) mercy; pupils should be taught to temper justice with mercy; illustrated by the story of the unjust judge noted in the Bible.

Sixth Grade—(1) the necessity of labor; (2) the rewards of labor; (3) the dignity of labor; children should be taught to honor the man or woman who works; (4) unselfishness, and its corresponding vice, selfishness; (5) reverence for the aged, for those in authority, and for God.

Seventh Grade—(1) respect for and obedience of law; (2) why laws should be obeyed; (3) property rights—regard for the property of others; (4) duty of the strong to the weak; (5) temperance and sobriety.

Eighth Grade—(1) freedom—political, religious; (2) patriotism—what is it? How should we show our patriotism? (3) true manhood and true womanhood; (4) the ideal family.

High School—(1) duty to family; (2) to society; (3) to the state; (4) to self; (5) to God.

FIRE DRILLS. The introduction of fire drills for the safe removal of the pupils from the building in case of fire is earnestly recommended. Successful drills have saved thousands of children from a direful fate.

Good sense, coolness and self-control on the part of the teachers during all the movements of the school must be inculcated and practiced, as essential to safety and success. All the doorways, hallways and all other means of egress

and ingress must be used in an orderly and systematic manner under a well understood system of emergency signals. The alarm should be given by three taps on the fire gong, which shall be placed in the hall of each building and in reach of the persons whose duty it shall be to turn in an alarm. The teachers shall, upon the moment of hearing the first signal, command the pupils to form in line. After sufficient time has been given to accomplish the aforesaid act, then the signal for marching shall be given by sounding the gong with four taps in rapid succession. The emergency signal will be a continuous, quick tapping of the gong without any pause.

No obstructions should be placed or allowed in the hallways, aisles, and other passage ways. When emergency signals are given they must be obeyed without question or delay. The pupils pass out of the building promptly, taking their clothing, but not stopping to take books or other property. Teachers should be required to give prompt and efficient attention to all the movements of the pupils during such emergency occasions, and not to leave the rooms and hallways until the classes are out, unless otherwise directed under the plan. The signal to be known in all schools as the "Emergency Signal." The average schoolhouse should be emptied in from one to one and one-half minutes.

These designated bells or gongs must be kept in good working order all the time. This can be assured only by daily examination. At least

once a month, at unexpected times, fire drills should be held.

GRADUATION The customary exercises, in which graduates, or some of them, regale their friends with an exhibition of their forensic abilities, and in turn are greeted with flowers, music and well wishes, have their decided advantages as well as disadvantages. Nothing will draw the patrons and friends so closely to the school as do these exercises. No scene in the life of the pupil is more inspiring than are the graduation exercises. No event in the career of an ambitious girl or boy seems more important to them.

The blessings which are showered upon the graduate as he parts from school and school companions, amid the radiance of light, the charm of music and flowers leave a keen impression upon his mind, and spur him to undertake life's battle more bravely.

But there is a serious phase, aside from the good that is derived, in the so-called popular graduation exercises. Flowers, music and dresses must be defrayed—and the parents of graduates must defray them. The poor man loves his daughter as jealously as does the well-conditioned man. His daughter must not suffer by comparison. She must not object to the chagrin of a poor dress. She, too, must have flowers. And who can blame the poor girl?

The poor man is simply a victim of custom. The sacrifices he is compelled to make are a

form of extortion to which he usually submits patiently. And if he does not, the poor girl is the real sufferer.

The expensive customs which have become a part of the graduation exercises in graded and high schools have prompted school boards to radical reforms. While customs, which belong as much to the people as they do to the school authorities, may degenerate into public nuisances, they are nevertheless, difficult to eradicate. A number of school boards have, however, taken heroic measures, at the risk of public derision, and have instituted rules regarding the conduct of public graduation exercises which obviate all abuses. Simplicity of dress, the omission of flowers, and of expensive music, have come within school board rules. Many of the schools in the larger and medium-sized cities have abolished the graduation exercises altogether, preferring a lecture by some noted educator instead. This custom seems to be growing.

Two evenings are commonly given to the graduation exercises—"Class Day" and "Graduation" proper. At the latter, essays are read by five honor pupils, the standing throughout the course determining who these shall be. On the evening of class day a more popular form of entertainment is given, including the "Prophesy," "Class History," etc. The participants for the occasion are elected by the class and faculty. Music is furnished both evenings by the graduating class, assisted by an orchestra.

The Sunday evening before the graduation the entire class listens to a baccalaureate sermon, either at one of the churches or at the high school assembly hall.

In some cities the school board has decreed that high school graduates at the various exercises incident to their graduation shall wear cap and gown.

The programs and music are usually provided by the board. Where this is not done the pupils cover the cost by contributions, or else a nominal admission fee to the exercises is charged to defray the necessary expense.

HEATING and VENTILATION. The heating and ventilation of buildings are so intimately connected that they cannot be treated separately. With a few exceptions in the extreme south, every school building in the United States needs some form of heating, and some form of ventilation. Heating and ventilation are the very heart and vitals of a building, because if both are not properly done the building, however it may be constructed otherwise, is an absolute failure for the purpose for which it was intended.

Methods of Heating. — There are only three methods of heating of school buildings which can be considered at all, for heating a building by stoves is absolutely out of the question at the present time, except in buildings of two or three rooms in country districts. Stoves give absolutely no ventilation, and ventilation

is a prime requisite, as we stated above. There remain, therefore, three possible ways of heating —by hot air furnaces, by steam and by hot water.

Furnace Heating. — Furnaces give good results as to heating and ventilating or they may be absolute failures in either or both particulars, depending entirely on the style of furnaces and the method of installation. Upright or house furnaces cannot give good results, in fact are always failures in every respect. The furnace should be horizontal and all cast iron. The flues for conveying the warm air into the rooms should be of brick and set to one side of the furnace, and of a size sufficient to supply the rooms to which they lead.

It must be remembered that in order to get air into a room some must be taken out, hence vents should be placed in several parts of the room at the floor and provision made for drawing the cold and foul air through them and out of the building. The foul air should enter the ventilating stack at the bottom and no other openings should be made into this stack or its efficiency will be destroyed. Foul and cold air are heavier than fresh air so that some method for forcing this air from the building must be provided. In all cases the ventilating stack should extend above the roof.

In buildings of eight rooms or more a fan should be introduced to force air into the building through the furnace chamber, but care must

be taken that the furnace is of sufficient capacity to warm the air taken in.

To get successful results with furnaces they must be installed by firms making a specialty of schoolhouse heating and who have a wide reputation for that particular work.

Steam Heating. — There are three methods by which a building may be heated by steam: First, by *direct radiation*, by which all the heating is through the means of radiators, or coils. Such heating is as bad as a stove, and should never be tolerated for an instant, as it supplies no ventilation. Second, by direct radiation with ventilating ducts, i. e., the use of radiators or coils in the room to furnish the heat, with a system of ventilating pipes, which furnish sufficient air for the room at a temperature of 68 or 70 degrees. This is a good form of heating, and the fact that the direct radiation in the room secures an abundance of heat at all times, and a proper amount of tempered air is also furnished throughout the ventilating flues, the system is complete. The third form, purely indirect, is where all of the heat and all of the ventilation is given from the same flue. This is called an indirect method, there being no radiators in the room. This system is used a great deal in the middle west, and seems to be well liked by those who have used it largely. In this case there must be both tempered and hot air, so that when the room arrives at 70 degrees the air can be modified so as to keep the room

at the right temperature, but at the same time not to restrict the ventilation.

Natural Ventilation. — Natural ventilation is ventilation caused by the heating of the air of the building, which, making it lighter, causes it to rise into the room, and from the room out at the roof. While this form of ventilation is better than none, it is very unreliable, and should never be used in a building where there are six or eight rooms or more, and where mechanical ventilation can be afforded.

Mechanical Ventilation. — Mechanical ventilation means the forcing of air into the room by means of fans or blowers. It is well known that a fan or blower of a certain size, with a certain number of revolutions, will force a certain amount of air, consequently the amount of air forced into the room remains the same at all times, whatever the direction of the wind outside, or whatever the outside temperature may be. These fans may be run by a low pressure of steam from the boilers, and the exhausts from the general engine run into the pipes. By that method the cost of running the fan is almost nothing. Fans are sometimes run by electricity, gas engines or water motors.

The Amount of Air Required for Ventilation.— By a great many experiments it has been determined that the lowest possible amount of air which should be furnished is 30 cubic feet per minute, or 1,800 cubic feet of air per hour for each occupant in the room. A less

quantity than this is unhealthful, and a greater quantity is wasteful.

Temperature Regulation. — Every schoolhouse equipped with a heating system either of steam, hot water or hot air should be supplied with automatic temperature regulation. School authorities who have given the subject no attention, frequently confound temperature regulation with ventilation. The latter deals with the supply of fresh air while the former controls the temperature and prevents the rooms in a school from becoming too hot or too cold. The advantages derived in temperature control or regulation are two fold.

First, by holding the temperature in a schoolhouse, at say 70 degrees, all waste of fuel is prevented and consequently a considerable saving in money is effected. Thousands of dollars have been wasted in a single schoolhouse by overheating it and securing a cooler temperature by opening the windows. Every particle of excess heat which goes out of the window is an actual waste of the public funds. If the outdoor temperature is 30 degrees it will require 40 degrees of heat to bring the schoolroom temperature up to 70 degrees. If, however, the outdoor temperature is 50 degrees only 20 degrees of heat are required to ensure the comfort of the schoolroom. A reliable system of temperature control will furnish the exact amount of heat required and avoid all excess consumption of fuel and consequently avoid all extravagance in this direction.

Second, by keeping the classrooms at an even temperature the health and comfort of teachers and pupils are promoted. A classroom that is too cold causes physical discomforts which may result in ill health. A classroom that is too hot is even worse. The average teacher will resort to an open window for relief. The draughts from these open windows are certain to bring on coughs and colds which only too frequently end in throat or pulmonary troubles. The cause of education is as much promoted by hygienic surroundings and physical comfort of pupils as by teachers and text-books. Hence automatic temperature regulation is regarded by the highest authorities as a necessity. A schoolhouse without it cannot be considered to be strictly modern.

The Johnson System is the standard and may be found in ninety per cent. of the school and college buildings now equipped with any system of temperature control.

HYGIENE. It is the duty of school authorities to so equip schoolhouses so as to promote the physical welfare of the pupils. The board not only owes such a provision to those who support the schools, but also to the pupils and teachers in order to enable them to carry out more successfully the work assigned to them. Physical strength is a pre-requisite to intellectual strength.

While most of the suggestions which may come under this head can best be applied in the construction of new buildings some may be

advanced here which can be carried out in a practical manner in old buildings. The correct seating, the proper placing of blackboards, the color of walls, the adjustability of window shades, the ventilation of class rooms and cloak rooms, the temperature regulation, the drainage, the rooms, the playgrounds, pure water supply, adjustable desks and seats, clean lavatories, disinfection of pencils and books, dustless sweeping, posture of pupils and sitting and standing, etc., etc., are all subjects which may receive attention in any old or new building.

JANITOR SERVICE. After a schoolhouse has been erected its advantageous use rests largely upon the competency of the janitor, custodian, or caretaker. The most skillful work of the architect, heating and ventilating engineer may suffer in efficiency through the laxity and incompetency of the custodian.

No heating and ventilating system can render satisfactory service unless its mechanism is understood and the rules governing its operation are complied with. No automatic temperature regulating device can render its best service in the way of economy in fuel consumption and physical comfort unless it is properly cared for. The best features in the interior planning of the school, in the direction of utility and sanitation, may be rendered useless by an ignorant and careless janitor.

The janitor should be at least thirty years of age, married and reside within convenient distance of the school. He should be a man of cor-

rect habits, morally clean, understand the construction and manipulation of a heating system and be able to make all ordinary repairs in or about a school building. He should also be thoroughly familiar with the ventilating apparatus and the automatic regulation of temperature, throughout the building.

The rooms should be swept once a day at the close of the afternoon session and the desks and seats wiped with a damp cloth in the morning.

In the winter time all the rooms in the building should be kept warm to the required degree.

The janitor shall remove the snow from all yards, pavements and passages within a reasonable time. Also keep fire escapes clear and clean at all times.

He should keep a record of movable articles of furniture and equipment as of general school supplies.

He should see to it that all closets and lavatories are kept clean and in repair.

He should be clothed with police powers in dealing with prowlers and tramps, and in keeping outsiders from interfering with the good order in the building and on the grounds.

The janitor should be under the immediate direction of the principal of the school.

LABOR DAY. The date is customarily fixed by the central labor organizations for the first or second Monday in September, and officially announced by state and city executives. While it is not a legal holiday, it is, nevertheless, observed in many cities by the commercial and

manufacturing interests. School authorities in the cities where labor organizations are represented usually observe the day by closing school.

LUNCH COUNTERS (High schools.) The custom by which the janitor of a high school provides the students with lunches during the noon hour at a nominal cost is usually sanctioned by school authorities. The only objection that has been raised is where the lunches are of an elaborate character, and the purchases may reveal a line of demarkation between the children of rich and poor parents. The food should be plain, wholesome and of moderate cost.

MANUAL TRAINING No so-called special study which has in recent years found its way into the schools of the United States has experienced such ready and universal recognition as has manual training. The following extract from a school report covers concisely its advantages:

"First. That the boys from fourteen to sixteen years old will be better satisfied to stay in school.

"Second. The manual training will tend to intensify interest in other school work.

"Third. That it will effectually assist in the intellectual and moral growth of the students who take the work.

"Fourth. That it will not add anything to the school burden of the pupils, but, by developing the pupil's practical side, and furnishing at the same time physical exercise and change of

intellectual effort will enable him to master his academic work enough easier to offset the time put upon manual training work.

"Fifth. That it encourages thrift, industry and love of skillful work, and cultivates respect for the skillful workman.

"Sixth. That it develops love for order, exactness and neatness.

"Seventh. That it trains to perceive, analyze, construct and originate.

"Eighth. That it lengthens the school life of boys whose tastes are not especially intellectual by giving them school work in which they can see tangible benefits.

"Ninth. And last, that it gives the great mass of pupils, children of the poor, who cannot finish the high school, a mental and manual equipment for life's work which other schools cannot give."

Manual training as far as it pertains to primary and grammar grades includes sewing and cooking for girls; and knife, tool and bench work in wood for boys.

A typical manual training course for high schools may be found in the following:

First year, first semester—Joinery, mechanical drawing, free-hand drawing.

Second semester—Turning, mechanical drawing, free-hand drawing.

Second year, first semester—Carving mechanical drawing, free-hand drawing.

Second semester—Cabinet making, mechanical drawing.

Third year, first semester—Pattern making, mechanical drawing.

Second semester—Forge work, mechanical drawing.

Fourth year, first semester—Machine shop, mechanical drawing.

Second semester—Machine shop, mechanical drawing, free-hand drawing.

MEDICAL INSPECTION. Daily medical inspection in the schools are made in a number of large and medium sized cities. The plan followed is something like this. Immediately after the opening of schools the teachers report to the principal as to the appearance of illness of the pupils. The reports are then given to the visiting physician who examines the reported children and makes a record of the diagnosis in books furnished by the board. If he finds the child ailing, from any cause, sufficiently to remain from school, he advises the teacher to send the pupil home for the observation and care of its parents and family physician.

The following rules prevail in several cities:

First. That opportunity be given to the inspectors to study the effect heredity has upon disease and personal peculiarities.

Second. That personal certificates be required as to the advisability of admitting children under six years of age to the privileges of the school.

Third. That provision be made for the consideration of recommendations of inspectors as

to the general hygienic condition of the schools and schoolhouses.

Fourth. That provision be made for reports to the health officer from each school, as to the existence of contagious diseases when recognized by the inspectors.

Fifth. That such instructions shall be given as shall prevent interference on the part of the inspectors with the family physician of the pupils.

MILITARY DRILLS. Its enthusiastic advocates hold that the instruction of military drills in schools is refining and elevating in every point of view; that it aids in teaching the rising generation the importance of law, order and discipline—above all, that it turns their thoughts to a closer study of American history, and fits them to defend the Republic if it ever shall be in peril. Again, that it promotes the physical welfare of the student and that as an exercise it is far superior to the feeble, meaningless calisthenics that are required by some teachers, while its disciplinary benefits are excellent. It restrains nervousness and awkwardness, imparts readiness, and inculcates order, cleanliness and obedience.

Those who oppose military drill in the schools argue that the growth of the spirit of militarism in our midst is to be regretted, believing that such training to be highly detrimental to the youth of our land as tending to encourage a love of war and bloodshed, rather than the preservation of peace, as well as to be undemo-

cratic and un-American in principle and dangenerous to the stability of republican institutions. Professor Felix Adler says: "Military drill simply feeds the children's vanity, gives them a desire for outward show and makes them ambitious of sham and tinsel and creates a false idea of war."

MORAL TRAINING. In a number of cities among the board of education's rules governing teachers appears the following one: It is particularly enjoined upon the teachers to regard the moral and social culture of their pupils as not less important than their mental discipline. They must not tolerate in them falschood, profanity, cruelty or any other form of vice. By example and precept they shall endeavor to form them to habits of social refinement, forbidding the use of indelicate, coarse and ungrammatical language.

The school laws of some states require that "the teachers to the utmost of their ability inculcate in the minds of their pupils correct principles of morality and a particular regard for the laws of society, and for the government under which we live."

NARCOTICS. The school code of nearly every state provides for the study of the effects of the use of alcoholic drinks and narcotics. In some instances text-books must be provided. Some states provide a penalty others do not.

NEPOTISM. The rules under this heading which have been adopted by school boards are embodied in the following:

No person shall serve as school trustee who may have a relation of sanguinity as close or closer than a nephew, niece or cousin, and who may be employed in any department of the teaching force of the schools.

No teacher is appointed to any school to whom any member of the school committee or the superintendent is related by either blood or marriage, as husband, wife, father, mother, son, daughter, brother, sister, uncle, aunt, nephew, niece or first cousin.

PARENTS. The difficulties of teachers need not be enumerated here in order to demonstrate that they are entitled to the sympathy and cooperation of the parents. An antagonistic attitude on the part of parents to the school authorities is frequently the cause of differences between teachers and pupils. A suspicious parent can do more damage than the best teacher can repair.

In the education of the child the parent has a duty to perform as well as the teacher. The parent should see to it that the child is punctual and regular in attendance, that it is clean and decently clothed, that the necessary books, paper and pencils are supplied promptly. The parent should be slow in condemning the teacher. A visit to the teacher undertaken in the proper spirit will do much to prevent misunderstandings.

PHYSICAL CULTURE. Nearly all the city schools throughout the United States practice physical culture in some form. In the primary and grammar schools calisthenics are introduced while the high schools are equipped with a gymnasium. In some localities military drill for boys takes the place of other forms of physical training.

The legislature of Pennsylvania has a law making it the duty of school directors to make proper provision in all schools under their jurisdiction to give the pupils physical culture by a regular and progressive course in calisthenics. Failure to do so is deemed sufficient cause for withholding the warrant for state's appropriation for school money to which the district would otherwise be entitled. Ohio and other states have similar laws.

PLAYGROUNDS Should be covered with natural gravel or sand mixed with gravel, and should have an easy slope in order to effect a ready drainage. Where possible the ground should be large enough to permit some ornamentation such as grass plots, shrubbery and trees. There should be separate entrance for boys and girls, and these should be ample in width.

POLITICS. Rules usually provide that no paid employe of the board shall take an active part in any political campaign under pain of dismissal.

PROGRAM CLOCKS. Program clock systems by which the different periods for study

are announced automatically in the several rooms of the building, are no longer an experiment. Nor are they a luxury. The time periods are announced with unfailing accuracy and lend promptness and expedition to the labors of the school.

PUBLIC PRESS. School authorities, in dealing with the representatives of the press, constantly feel that the full publicity of all school matters is not always conducive to the best interest of the schools. Being fully warranted in this feeling, school boards, are, however, apt to become over zealous in withholding news matter from the public and thereby come into conflict with the press representatives.

Good judgment together with ordinary tact must here establish a correct attitude towards the press. Experience has taught that the average newspaper stands ready to withhold from publicity matter that is apt to undermine the prestige and discipline of the school system. Executive sessions give rise to suspicion and should therefore not be engaged in oftener than necessary.

PUPILS. Absentees. — The gist of existing rules are best expressed in the following: Any pupil who shall be absent four half days in four successive weeks, without excuse satisfactory from the parent or guardian, shall forfeit his seat to the school. Pupils thus suspended shall not be restored until the parent or guardian shall satisfy the superintendent that the pupil

will be punctual in the future, and obtain from him a permit to return.

Admissions. — The age limit admitting into the schools varies from four to six years. In some of the larger cities where kindergartens are conducted, children are admitted at the early age of four years. The State of Missouri has a law that makes it illegal for children to be admitted in kindergartens before they are 5 years of age. In the rural school districts which are almost wholly guided by state laws the age limit is fixed at 5.

School boards, however, make rules in the interest of the school by which pupils delaying entrance longer than two weeks after the first of each semester are excluded until the succeeding semester.

Consumptives. — Medical authorities give out the following opinion regarding consumptive pupils: It is not absolutely necessary to enforce an absolute rule excluding consumptives from school. It is highly essential that every consumptive permitted to attend school should be required to minutely carry out necessary measures to prevent communicating his disease to others. Every effort should be made to have an early knowledge of consumptive teachers or scholars; and to that end medical inspection of schools is the best means. Consumptives should be dissuaded from attending school for their own sake. Much good might be accomplished, and these recommendations be much

more easily enforced, if all teachers and older scholars were fully instructed in the prevention and cure of tuberculosis.

Corporal Punishment. — The following expresses most aptly the position of the average school board on the subject: "In many instances it becomes necessary to either whip a boy or expel him from school. If he is whipped he is the only one punished, while, if he is expelled, the punishment falls more heavily on his parents than on him. A whipping is a temporary punishment, while expulsion is a lasting disgrace. It is easy, therefore, to make the choice. In view of these facts, it would be foolish, and even wrong, to banish the rod from the public schools."

Deportment.— The rules under this heading usually require that pupils refrain from the use of tobacco, and from vile and profane language, and other immoral conduct of any kind, to be neat in their persons and punctual and regular in attendance, diligent in study and faithful in observance of every rule.

Detention. — The position of school authorities on this subject is well expressed in the following: No pupil shall be detained in school during recess as a punishment, but a teacher may detain a pupil for a reasonable time after the close of the session, either for the purpose of discipline, or to make up neglected lessons; and janitors shall not interfere with rooms so occupied.

Discipline. — School rules usually provide that teachers shall discipline all the children as nearly possible as would a judicious parent. It is set forth in rules that this can be secured by kindness, firmness and self-control on the part of the teacher, combined with the constant and cheerful activity on the part of the pupil and the encouraging atmosphere of the schoolroom.

Excuses. — No pupil should be from school during the regular daily session to take music, dancing, drawing or other lessons, or to attend any public entertainment or matinee, or to leave school to attend to other duties, without the express permission of the principal. Such requests should be made by the parent of the child in person or by letter to the principal.

Pupils should be required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardian, assigning good and sufficient reasons for such absence. The only valid excuses for absence are:

1. Sickness of the pupil.
2. Sickness or death of some member of the family, requiring the presence of the pupil at home or making it impossible to send the pupil to school promptly.
3. Inclement weather when sending the pupil would endanger his or her health.

Expulsion. — The power to expel a pupil is usually entrusted to the superintendent or, where such an officer does not exist, to the prin-

cipal and in the rural districts to the school board or to the individual teacher.

The re-instatement of a pupil is in many localities left to the superintendent but more often in the hands of the school board or a committee thereof.

The causes which may warrant expulsion consist of dishonesty, immorality, persistent disinclination to study, wilful destruction of school property and vicious obstruction to the progress of other pupils.

Grading. — A leading educator says: "Bright, active, well advanced pupils are herded with dull, slow, less well advanced pupils. After three or four months it is found that the dull ones are holding the brighter ones back and the brighter ones are hurrying the slow ones forward at a pace which prevents real comprehension of what is passed over."

Home Study. — The question of the right of the school authorities to exact home study on the part of the pupils has frequently led to bitter controversy. As a result some boards forbid teachers to demand any home study. The general rule, however, is that the lower grades are exempted from home study while in grades from the fifth upward, it is exacted.

The board of education of Greater New York has always adhered to the following rule: No home work of any kind, except spelling and supplementary reading, shall be assigned to the pupils of any primary class. No home work

requiring more than half an hour in any day, except spelling and supplementary reading, shall be assigned to the pupils in the four lower grammar grades. No home work requiring more than an hour in any one day, except spelling and supplementary reading, shall be assigned to pupils in the four highest grammar grades. The solution of mathematical problems shall not be assigned for home study in any except the second and first grammar grades.

Medical Examinations. — The examination of pupils usually provide for the following questions: Does the pupil habitually suffer from inflamed lids or eyes? Does a pupil fail to read a line of test type? Do the eyes and head habitually grow weary and painful after study? Is the pupil probably "cross-eyed?" Does the pupil complain of earache? Does a matter or a foul odor proceed from either ear? Does the pupil fail to hear an ordinary voice at twenty feet in an ordinary room? Does the pupil fail to hear the tick of a good-sized watch at three feet with either ear in a quiet room? Does the pupil fail to breathe properly through either nostril? Is the pupil a habitual "mouth breather?"

Names. — Teachers who persist in calling pupils by nicknames are liable to official decapitation. The practice is prohibited by an edict of many boards.

Non-Residents. — The following rules are an adaptation of those prevailing in several me-

dium sized cities, determining when tuition fees shall be paid by non-resident pupils and when such pupils shall be exempted from their payment.

First—Under no circumstances shall a non-resident pupil be allowed to attend a city school without the payment of tuition fees if such a non-resident pupil resides in one of the towns adjoining the city within a mile of a town schoolhouse, and the branches of education adapted to such non-resident pupil are there taught.

Second—If it appears to the satisfaction of the board that the parent or guardian of the non-resident pupil is too poor to pay tuition fees, or that the pupil is abandoned by his parents, and such a pupil is permanently living with a resident (although not formally adopted by such a resident), such pupil shall be exempted from payment of tuition fees. Affidavits of reputable citizens shall be required by the board to prove the poverty or lack of ability of the parent or guardian to pay tuition fees, otherwise such pupil although permanently living in the city with such resident, shall be compelled to pay them.

Third—Non-resident pupils whose parents pay taxes in the city on property owned in the city shall be credited on their tuition fees with the amount of the state, county and city school taxes paid by such parent the year preceding the application for admission in the city schools of such pupils. The non-resident committee

will require an affidavit of the parent, showing the amount of school tax such parent pays, and the original tax receipt from the city treasurer, or a certified copy thereof.

Promotions.— The following rules regarding grammar school pupils prevail in many localities: No child shall be kept over two years in any one grade, without a consultation with the superintendent.

Promotions of pupils of the first, second and third grades shall be made by the teachers.

A monthly record shall be kept of each pupil's scholarship, which shall be the basis upon which the judgment of the teacher and superintendent shall depend in deciding upon the fitness of the pupil for promotion.

Promotions from the fourth to the eighth grades inclusive, shall be made by the principal of the school and the superintendent.

Whenever a pupil fails to perform the work of a grade faithfully, the teacher shall inform the parent or guardian, and unless there is sufficient improvement after a trial of three months to warrant the continuance in the grade, the pupil may have the approval of the principal and superintendent to be dropped to the grade below.

Grammar and high school pupils have to make a general average of 70 per cent., and to make not less than 50 per cent. on any one study, in order to be promoted or to graduate.

Secret Societies. — All secret organizations of pupils in the schools are usually prohibited and all organizations of any kind are subject to the

control and direction of the teachers of the school in which such organizations may exist.

Self-Government. — The object of the system is to train the students in self-control and to exercise a good influence over good fellow students.

The usual plan of government which is confined to high schools only is one "of the students, and for the students" and gives each pupil a share in the discipline of the school. The school faculty does not control the order of the school, but the two student bodies, the senate, the house of tribunes, have sole charge of the school in this matter. The senate, the higher body, consists of two members of the faculty and two members, a boy and girl, chosen by ballot from each of the four classes of the high school proper. The senate appoints two tribunes, a boy and a girl, for each of the six periods of the school day and these tribunes, under the supervision of the senators, control directly the order of the study hall. Both senators and tribunes must attain certain marks in their studies to fill their positions. The students from time to time are permitted to offer suggestions which may serve to remedy any weakness that may exist in the constitution. The constitution provides that "each and every student is to conduct himself and herself in good order, with courtesy, and in a gentlemanly manner, with a view always to promoting the happiness and well-being of fellow students, and to bring honor to the name of the school."

The pledge taken by the students is as follows:

(1) We will not communicate while in the school building; (2) we will keep refined position in our school seats; (3) we will cultivate a light step; (4) we will not ask for individual favors; (5) we will provide all writing paper in the morning; (6) we will make the room a place of quietude; (7) we will not allow others to be more polite to us than we are to them; (8) we will not make ourselves odious in the use of tobacco; (9) we will, on passing people on the street give them half the walk; (10) we will not jeer at any one on the street or off the street; (11) we, the gentlemen, will tip our hats to the ladies; (12) we will avoid being boisterous wherever we may be.

Educators are not agreed as to the efficacy of self-government or pupil government. While it has proven a success in some schools it has proven a failure in others. Those who favor the plan hold that nothing will teach the value of government and self control as readily as the responsibility placed upon the pupil. The opponents hold that by teaching boys and girls how to govern they must first be taught to obey. This obedience, they hold, must be exacted by adults whom they love and respect.

RECESS. Recess periods of fifteen minutes during the forenoons and afternoons for pupils in the primary and grades are so well established that nothing can be added here except a reference to the rules regarding them, which

prevail in many localities. These not only make the necessary periods compulsory but provide that teachers must urge all pupils to participate in these periods of outdoor exercise. It devolves upon the teachers to see that the pupils put on overgarments during cold weather and to remain with them, especially with those of the primary and kindergarten grades, during the recess.

REPORTERS. The following rule in relation to newspaper men has proven most serviceable:

Reporters of the different city papers shall be admitted to the meetings of the board, as long as the rules touching the privileges of newspapers and reporters are faithfully observed. Such reporters may make copies and take minutes of papers and proceedings. But the presiding officer of the board for the time being may interdict the publication of any such matter until the question of leave to publish shall have been decided by the board in session. Any matter directed by the board to be withheld, or in the absence of any order on the subject by the board, then any matter directed by the presiding officer to be withheld from publication shall not be made public.

SANITATION. The state laws, as well as the rules of school boards on schoolhouse sanitation, are becoming stricter from year to year as the grave importance of the subject is more clearly appreciated. Heating, ventilating and

lighting are factors which are gradually coming within the range of the average school code.

While this movement aims primarily to eradicate the miserable condition of many old buildings and to check the grievous neglect in the sanitation of new ones, there are individual boards whose attitude on the subject is of a most progressive nature. Not only do they recognize only the most approved systems of heating but the temperature is regulated by automatic devices and kept at seventy degrees thus ensuring the comfort and promoting the physical welfare of both pupil and teacher.

The ventilation in many schoolhouses is fixed at 30 cubic feet per minute, per pupil. In a number of schools this fresh air is not only warmed to the desired degree but is freed from dust and soot and supplied with the necessary moisture by means of the humidostat. The result is a healthful complexion, a better disposition among the occupants of the building and greater activity in schoolroom labors.

Lighting too comes in for greater attention now than ever before. The window surface is at least one-fifth and where the conditions of light are unfavorable at least one fourth of the floor space of a class room. The fact that the light should be in from one side of the room—the left side—only is being more fully recognized. Glass prisms are beginning to be used in shedding light into the darker recesses of a building.

The sweeping problem too has been solved.

Instead of the dry broom or wet sawdust method of sweeping the dustless brush is being used. It reduces the dust by fully 90 per cent. over the old methods.

The windows, doors and all woodwork in all the rooms is scrubbed and disinfected once a week.

Water buckets and the drinking cup have given away to drinking fountains which constantly cleanse themselves and are strictly sanitary.

Expectorating on the floors is forbidden and in a number of instances school boards order teachers to wear short skirts in order that no disease germs may be swept from the street pavement and carried into the schoolrooms.

SCHOOL BOARDS. Absentees. — The rules of most school boards provide that the seat of any member shall be declared vacant who shall be recorded as having been absent for three consecutive meetings, regular and special, without a satisfactory excuse.

Associations. — A unification of boards of education can accomplish two specific objects. First, promote their efficiency in conducting the more strictly practical and business branches of their work. Second, in bringing the school boards into closer relation with the theoretical work of a school system, and, consequently, nearer the teaching force and the more vital and far reaching interests of the school.

The members of the board of education every-

where have hitherto remained in isolated groups, and have sunken into an unconscious egotism, believing that the building of schoolhouses, employment of teachers, adoption of books, and purchase of supplies are simply transactions, requiring no further thought or discussion beyond pacifying a local community. The average school board member believes that his school system is "all right" when matters between the board, teachers, and the public, are harmonious. Standards of excellency involved by comparisons are almost unknown to him. Progress, has, as a rule, been made by the professional portion of a school system at the risk of opposition and defeat. Many school boards have, it may be said, obstructed rather than promoted the professional or theoretical work.

The value of county, state and national associations cannot be over-estimated. They not only become a powerful factor in promoting desirable ends in the cause of education, but tend to strengthen the individual member for the duties assigned to him.

County and state associations of school boards are not new although it was not until within recent years that they have assumed any proportions. In the state of Pennsylvania the county school directors association meetings are, in accordance with the law, called annually by the superintendent, and the expense borne by the several school districts. In many other states such meetings are called although not provided for by law.

The state association of school boards such as are found in New York, New Jersey, Ohio, Pennsylvania, Indiana, Texas and other states are quite strong and have accomplished much in the way of progressive school legislation.

The following plan of organization adopted by the New Jersey State School Board Association may serve as a model:

PREAMBLE.

The object of this association shall be:

1. To better qualify the members of the boards of education for their responsible duties.
2. To discuss questions relating to the management of public schools.
3. To advocate needed legislation for schools.
4. To promote the cause of public education generally in our state.

ARTICLE I—CONSTITUTION.

This association shall be known as the "New Jersey State School Board Association."

ARTICLE II—MEMBERSHIP.

There shall be three classes of members, namely, honorary, active, and associate. Honorary members may be elected at any meeting of the association by a unanimous vote of all the members present. They shall be entitled to all the privileges of an active member, and exempted from annual dues.

Active members shall be any person who is or has been a member of the board of education, state, city or county school officials.

Associate members shall be any person who is or has been a member of a township district board, district school official, or any person interested in public school work.

Persons qualified for active or associate membership may become members upon recording their names with the secretary, and paying the sum of $1.00, annual dues, to the treasurer of the association.

ARTICLE III—OFFICERS.

Section 1. The officers of the association shall be elected from the active membership.

Sec. 2. The officers of this association shall consist of a president, three vice-presidents, secretary, treasurer and a board of directors, who shall hold their respective offices for the term of one year, or until their successors are elected.

Sec. 3. The board of directors shall consist of the officers and three members from each of the County School Board Associations, appointed by the president, of whom the county superintendent shall be one.

Sec. 4. The officers shall be elected as follows: Nominations having been made by the nominating committee, the clerk shall call the roll, and the active members shall announce their choice for the several officers nominated, and the person receiving the votes of a majority of the active members present shall be declared elected; or by unanimous consent, or motion, the secretary may cast a ballot for the officers nominated.

Sec. 5. The president shall preside at all

meetings of the association, and of the board of directors, and shall perform the duties usually devolved upon a presiding officer. In his absence one of the vice-presidents shall preside; in the absence of the vice-president a pro-tempore chairman shall be appointed on nomination, the secretary putting the question.

Sec. 6. The secretary shall keep a full and accurate report of the proceedings of the association, and of the board of directors, and shall conduct such correspondence as the directors may assign, and shall have his record present at all meetings of the association, and of the board of directors.

Sec. 7. The treasurer shall receive, and under the direction of the board of directors, hold, in safe keeping, all moneys paid to the association; shall expend the same only upon the order of said board; shall keep an accurate account of his receipts and expenditures, with vouchers of the latter, which accounts he will render to the board of directors, and when approved by the said board, he shall report the same to the association at the annual meeting.

Sec. 8. The board of directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the association, shall make all necessary arrangements for its meetings, shall do all in its power to make it a useful and honorable institution. Five members shall constitute a quorum.

ARTICLE IV—MEETINGS.

Section 1. The annual meeting of the asso-

ciation shall be held at such time and place as shall be determined by the board of directors.

Sec. 2. Special meetings may be called by the president at the written request of five directors, or ten members of the association.

ARTICLE V—BY-LAWS.

Section 1. By-laws not inconsistent with this constitution may be adopted by a majority vote of those present of the association.

ARTICLE VI—AMENDMENTS.

Section 1. This constitution may be altered or amended at the regular or special meeting, by a two-thirds vote of the active members present; provided that the alteration or amendment has been substantially proposed and submitted in writing at the opening of the first session, and not acted upon until the closing of the last session.

ARTICLE I—BY-LAWS.

Section 1. At the first session of each annual meeting of the association there shall be appointed by the president, a committee on nomination, and a committee on legislation, consisting of one member from each county school board represented; a committee on resolutions composed of one member from each county represented, and such other committees as may from time to time, appear necessary, both standing and special.

Sec. 2. The president and secretary shall certify to the board of directors, all bills for approval.

Sec. 3. The governor of the State of New Jersey, the state superintendent of public instruction, state board of education, shall be deemed honorary members, by virtue of their office, and members of the board of directors.

ARTICLE II—ORDER OF BUSINESS.

The following shall be the order of business, at the meeting of the association:

1. Reading of the minutes of the last meeting. 2. Report of standing committees. 3. Report of special committees. 4. Report of board of directors. 5. Report of the treasurer. 6. Communications and bills. 7. Resolutions. 8. Addresses. 9. Unfinished business. 10. New business. 11. Miscellaneous business. 12. Election of officers. 13. Adjournment.

Authority. — The question as to where the authority of the school board begins and where it ends has frequently assumed a serious phase and has been left to the courts for decision. This question has usually hinged upon the rights of the pupil on or off school grounds. The contention, for many years, has been that the board's authority or that of its recognized agents, ended with the limits of the school grounds. A recent decision rendered by the Supreme Court of Michigan holds that the authority of the board goes beyond the school grounds whenever the good discipline of the school is involved. If, for instance, a pupil is found in the neighborhood of the school at an unseasonable hour or engaged in mischief the

teacher has a right to send him home. The contention here is that while the parent must send the pupil to school the teacher must send him home.

Bi-Partisan. — School boards made up of an equal number of the two leading political parties have not always worked well. Where the preliminaries to an election have been in the hands of the regular political organizations the tendency has been to carry the bi-partisan idea to extremes in that equal division of recognition and honors were sought regardless of the qualifications of persons. Stagnation and dead locks have frequently been the result. The tendency is to inject rather than to exclude partisan politics. In many instances, however, bi-partisan boards have been the outcome of non-partisan movements in the community. In instances of this kind the results have been more favorable.

Character. — The average board is made up of three classes of men, the earnest, progressive and duty-loving citizen; the selfish, vindictive individual, and the indifferent man. The first supports the education leader of the system in very laudable departure; the second annoys and obstructs; the third is the balance of power, and is liable to be led into one or the other camp. The modern board of education is made up of a body of business and professional men, who give their time and effect without compensation. Were it not for the satisfaction of complying with one of the most sacred duties of American

citizenship, the position of school board member would indeed be a most thankful one.

"The kind of men wanted on school boards," says an educator, "are such as are strong, of known character and ability. It matters little whether they possess a college diploma or a mere common school education and horse sense; it makes no difference to what political organization they belong, so long as they are wise enough not to carry their politics into the board of education rooms.

"But it is of importance that the men selected to administrate the public school system should be broad-gauged—men who are bossed by no clique, no corporation, no party, and no denomination. It is of importance that they should be men of established reputation, that the people may trust them and receive their decisions with confidence."

Committees. — It may not be practical to offer a fixed plan for the organization of committees. Every board makes its own division of the labors of the board and designates the committees by different titles. A reduction of all the administrative labors into simple committee divisions will result in the following:

Committee on Finance and Buildings.

Committee on Text-Books and Supplies.

Committee on Examination and Appointments.

Committee on Rules and Course of Instruction.

Committee on Discipline and Non-Residents.

Local exigencies, however, may make it practical to make a different assignment of committee labors.

All committees to whom any matter has been referred, shall report thereon at the first meeting after such reference, unless further time be allowed by the board. At the time of making their report, they should return any communication, memorial, account, resolution or other paper relating to the subject referred to them, that it may be filed by the secretary.

Compensation. — There are but few school boards where the members receive any compensation and then only in nominal sums. Memphis, Tenn., for instance, pays the president $300 per year, and the members $100 per year. But the office of school director is generally regarded throughout the United States as an honorary one without any compensation save the consciousness of having served the state in an important capacity.

Deadlocks.— While these tangles demonstrate zeal and tenacity on the part of the individual school members, they are most unfortunate, nevertheless. They must necessarily prove a hindrance to the successful prosecution of school administrative work, and give rise to scandal and public distrust, and at the same time undermine the best discipline of the entire school system.

Democracy.—In order that the spirit of democracy may prevade the entire school system —that there may be no discrimination between rich and poor, between Jew and Gentile—the

school board must practice the equality idea. It must permit no favoritism of any kind, either on economical, political, religious or racial grounds.

Discipline.— The duties of school board committees on discipline consist mainly in investigating charges that are made by parents against principals and teachers, on account of excessive punishment of pupils, or any grievance that cannot be settled by the superintendent, and the investigation of the claims against the employes of the board who do not pay their legitimate debts.

Duties.— The state superintendent of Iowa, in a communication to school directors, says: "In your election as members of the board you have been highly honored. You are also charged with great responsibility. To direct the schools with success is the most important work in any community. Upon you depends, in a large measure, the moral tone and the intellectual standard to which they attain. The proper care of grounds and buildings, the economical expenditure of school funds, and the employment of good teachers are duties that challenge your best executive ability.

Employing Teachers. — A leading state superintendent says: "Of all the duties that devolve upon the board of directors, the most important is that of securing efficient teachers. Fine grounds, good buildings and modern equipments are much to be desired, but they avail but little

without the beneficial influence of the highest type of strong manhood and womanhood in the person of the teacher. Boards should demand good scholarship, professional training, and attractive manner and successful experience; and for such qualifications they should pay good wages. In order to get and keep the best teachers it is necessary to offer them fair compensation and a reasonably permanent tenure contingent upon service rendered.

The Erie, Pa., school board in a report on the annual appointment of teachers says: "Permanency of place depends upon ability in carrying on successfully the work of the grade, and success in managing and controlling children. Teachers who show, after due experience, both the lack of ability to teach intelligently, and an inability to govern children should never receive an appointment.

The pressure of personal friends in behalf of an applicant should not enter into consideration at all in the question of appointment. Ability and fitness alone should be the conditions for any consideration at all by the committee.

Executive Sessions. — Secret or executive school board meetings are not countenanced in any community for any great length of time. Sooner or later the public will denounce them. The exclusion of newspaper reporters from the meetings is usually the beginning of trouble. Here the reporter must be considered as the representative of the public and as such has a right to seek admission.

Executive sessions are permissible, and even necessary, when delicate matters involving the morality of pupils or teachers is involved.

Fundamentals. — Dr. W. H. Burnham of Clark University lays down the following "fundamental principles of school organizations:"

1st—Any system of school administration should be economical.

2d—It should be free from party politics.

3—It should be of such a character as to stimulate and not to check the local interest and responsibility in education.

4th—It should be free from artificial limitations such as distinctions of sex or race or election by wards.

5th—To be efficient, must be adapted to the community where it exists.

6th—It should be, as far as possible, independent of the municipal government, having full power and responsibility of its own.

7th—Other things being equal, the work of the school boards will be more efficient the smaller the membership.

8th—The executive officers should be experts.

9th—So far as practicable, civil service principles should prevail.

10th—There should be concentration of power and responsibility.

Non-Partisan. — The non-partisan election plan has been held to be ideal, bringing, as it does and should, the school system nearer the people, whose pride it is, and who maintain it,

and freeing the school board presumably from partisan influences. But even this plan has demonstrated certain defects, and cannot be considered ideal, unless voters give full and discriminating expression as to their choice. Appointments made on the non-partisan basis have also proven most satisfactory.

One-Man Power.— The movement to reduce the membership of school boards and to enlarge the powers of the superintendent has been designated a tendency towards so-called "one man power."

Dr. Brooks of Philadelphia, in speaking of the Cleveland system which embodies the above named conditions, says:

"The objection to the system is, that it does not embody the spirit of republican institutions, as represented by the public schools themselves. It takes the schools largely out of touch with the people, concentrates authority in a single individual and thus places their management on nearly the same plane as that of a gas trust or a street railway. It seems better adapted to the genius of European than American institutions. Such a system should seem to be ill-suited to cities, where the people evince so great an interest in the welfare of the public schools, and where they have so long been accustomed to having a voice in their management. Western cities, with a large foreign population, would naturally take more kindly to the system, and accept it with less reluctance and opposition."

Partisan. — Partisanship works both ways. If the one party urges a good method, a new and needed departure, the other is opposed to it on purely partisan grounds. Thus in the strife for party prestige the interests of the child are apt to be overlooked. Clean, high-minded men—politicians in the better sense—may be elected to school board honors—but in the discharge of their duties party politics should and must be left out.

Presidents. — After the spring elections are over and the appointments are made the school boards throughout the United States organize for the ensuing fiscal year. A presiding officer is chosen, and committees are appointed, and the board is ready for business.

While the president has performed an important task in the making up of his committees, he has still greater duties to perform. It would be presumptuous on the part of the writer to fix rules which should guide a school official, or define a given line of action on the various matters that may come under his attention.

A few general suggestions may, however, with propriety be outlined, since a comparative view is not afforded to many, nor does every newly elected head of a school system receive the benefit of the experience of his predecessor.

A newly elected school board president should, however, as far as this may be possible, get all the information touching on the nature of the school system, together with the accrued experience of his predecessor. Facts and figures, as

well as all the peculiar conditions which surround the system, either financial, educational, or moral, should be at his command. No man can be absolutely safe in saying that the school system under his charge enjoys a high standard unless he has the advantage of comparison. No school board president can determine the efficiency of the professional forces under him unless he satisfies himself as to the results. No school officer can do full justice to the position he holds unless he gives to both superintendents and teachers the heartiest co-operation and kindliest encouragement.

The president bears the largest share of the responsibility. While he must combine his experience and the experience of others with sound judgment, with a spirit of fairness, with zeal and eagerness he must also stand ready to draw conclusions. The growth of the system and the changing condition develop phases which must be solved during his administration. Close observation may suggest departures which can only be solved in the future. Timely anticipation may at times be of more value than ready action.

The point we aim to make here is that a school board president should observe his school system so closely that he, at the end of his term, can not only review the work of his board, but also stand in a position to make definite recommendations for the future. The experience of the past suggests action for the future, and no school board president has complied with his

full duty until he transmits to his successor, in some tangible form, the benefit of his own observations, and the suggestions for future progress which have grown out of it.

No president should permit his term to close without submitting a review of the labors of his board, the designation of conditions requiring relief, difficulties still unsurmounted, new problems or their anticipation, etc. One administration must be closely interlinked with the successive one. Abrupt changes are harmful. Where the spirit of progress pervades a board of education its interests in the welfare of its educational system must extend beyond the term of office.

Qualifications. — W. F. Sanders of Connersville, Ind., very aptly says: "The men who are being chosen in our day to membership on school boards are usually competent to discover merits and demerits in all phases of institutional life. In their contact with them, they become keen judges of character and detectives of fraud. The tendency to select honest and capable school trustees is becoming general. Many boards are composed of men who have formed a wide acquaintance with people and affairs, and who have passed through many varied experiences in their own school life and in the rearing of children. Such men, in the selection of teachers, can be of great assistance to the superintendent in obtaining for children the best possible service.

State Superintendent W. K. Fowler, of Ne-

braska, says: "Without wide-awake, interested school officers, our schools cannot make much progress. We are glad that we have so many officers who are truly interested in the welfare of the schools. We want school officers who uphold the teacher in all reasonable rules and regulations even if the penalty fall on the heads of their own children. We want school officers who will encourage the school teachers in professional reading and in attendance at teachers' meetings and institutes. Yes, officers who will insist on these things rather than oppose them. We want officers who will themselves read educational journals and keep in touch with the newest and best methods in education, and who will attend educational meetings called by their superintendents. At least we want school officers who will visit their own schools and thus know for a certainty whether the school is a success or a failure; and we want officers who will co-operate with the superintendent on school matters."

Scandals. —The attitude which school boards have taken in scandals involving the moral conduct of schoolroom workers has not always been wisely taken. The baleful influences of scandals frequently spread like a prairie fire, and more especially so when originated in school circles which ought to be above reproach and where the gossips are likely to be most harmful.

Public investigations here are public calamities. School boards merely spread a demoraliz-

ing influence by giving publicity to the nature and character of the charges.

In the entire range of school administration there is no instance where summary and arbitrary action is as permissible and as necessary as it is on questions involving the moral standard of the school forces.

Investigations, if held at all, should be immediate, quiet and decisive. More frequently private inquiry will sufficiently establish the facts and enable the authorities to act. If guilt exists beyond reasonable doubt, the person involved should be requested to resign and should be dismissed peremptorily in case of refusal to resign.

Selection.— Mode of the various systems of selecting school boards now in vogue throughout the United States may be enumerated as follows:

1. Selection by a popular vote at regular political election or at times other than the regular elections.

2. Appointment by the mayor and confirmation by the board of aldermen or city council.

3. Appointment by the aldermen and confirmation by the board of aldermen or city council.

4. A dual system—by which a certain number are elected by the people direct and the balance appointed upon one or the other of the two methods already named.

5. A dual system of representation—by which a certain number represent the district

or wards in which they reside, while certain members are selected to represent the community at large.

6. A system by which the mayor appoints a commission of four who in turn appoint the members of the school board.

7. A system by which the members are selected by a commission consisting of three or more judges of the local courts.

Tenure.—The term of a school director ranges from one to six years. The average tenure or single term of service is three years.

Visiting.— The practice which prevails in many school districts by which school directors visit the schools has a two-fold advantage. The visiting director is familiarized with the sanitary and utilitarian conditions of the building and can more readily appreciate needed repairs and improvements. His visits may also prove valuable in that his presence may become an encouragement and stimulus to both teachers and pupils. While he may not be in a position to add to the theoretical labors of the school his observations from the practical side may be of service. In North Dakota and other states the school law requires that each member of a school board shall visit the schools under its control at least twice a year, and the board shall provide that each of such schools shall be visited by a committee of three or more of its members at least during each term.

In many other localities, in the absence of specific laws on the subject, members of the

school board are supposed to devote themselves to the general interests of the schools, and visit the same as often as practicable. They must attend all public exercises of the schools and do all in their power to acquaint themselves with the conduct and discipline of the schools, and to promote their efficiency.

Women.—On this subject Dr. Winship says: "Women as a rule are more constant in attendance, more likely to interest themselves on the professional side, less given to petty schemes, and it is easier to obtain first-class women than men. Only the first-class woman can be elected, while a fourth-class man may be."

On the other hand it can hardly be said that women have been more, or even quite as successful as men. Their entrance into school administrative bodies has been due to certain waves in social circles, effected with great energy and enthusiasm only to be followed in a year with an utter indifference and collapse. In deliberation and debate they have not exhibited the same calm safety, equipoise and judgment displayed by the average man. They have been inclined to be irritable in dealing with administrative matters, meddlesome in dealing with the teachers and impolitic in dealing with the public. Women teachers, as a rule, object to women school officials. Women as school officials excel, however, in looking after the cleanliness and sanitation of the schools.

SESSIONS. The school year as recognized in the cities consists of ten months, of 20 days each; 5 hours each day. This makes 200 school days or 1,000 hours for the year.

The five hours spent at school cover usually from 9:00 to 11:45 A. M. and from 1:00 to 3:45 P. M. making a 15 minute allowance each half day for recess.

Medical authorities usually recommend a long noon period, holding that mental rest, a warm meal and the open air walk to and from the school are absolutely necessary to the pupil's physical welfare.

SLANG. There are but few boards that have adopted regulations forbidding the use of slang. Teachers who are fully imbued with the true mission of their calling always promote the use of correct English and discourage the use of slang among the pupils.

STORM SIGNALS. In a number of school districts whenever it is deemed wise to close the schools for the day on account of very inclement weather, storm signals are sounded to give pupils and parents notice that school work is suspended for the day or half day, as the case may be. A town bell is used for this purpose although in certain towns the use of steam whistles of factories located in the vicinity of the schools is provided for. The storm signals are given at 7:45 o'clock and at 11 o'clock in the morning.

SUBSCRIPTIONS. Boards usually forbid all collections, subscriptions or contributions from the pupils in the schools. Nor are employes of the board allowed to receive any presents obtained by subscription of the pupils.

SWEEPING. Schoolroom dust is a clearing house for germs and its thorough removal one of the most important features of school hygiene. Extensive experiments have shown that kerosene or coal-oil applied to the fibre or bristles of a floor brush is most efficient for this purpose. Brushes are now made with a reservoir for automatically moistening the fibre, which wipe up the dust, with the rapidity of ordinary sweeping, without causing it to circulate through the room. Scientific tests made by the Milwaukee Health Department have demonstrated that this method reduces dust 97 per cent. as compared to ordinary dry brush sweeping. It is in extensive use throughout the United States and its superiority over old methods thoroughly established. The reservoir brush is a patented article made by the Milwaukee Dustless Brush Company, of Milwaukee, Wis.

TEACHERS. Agencies.—The Teachers' bureau has a legitimate place as a business enterprise. It was called into life because there existed a demand for its services. Both school boards and teachers have been benefitted by its existence. It has served as the clearing house for applicants and vacancies. Honorable men and women are engaged in conducting these bureaus and the

cause of education has gained through their labors.

The agency or bureau registers the names of teachers who are seeking positions keeping also a careful record of their history, qualifications, testimonials, etc. They, either, notify teachers of vacancies, or else make direct recommendations of their clients where such vacancies exist.

A fee of one or two dollars is exacted of the teacher who registers with a bureau and a commission of from five to ten per cent. of the first year's salary is paid after the position is secured.

Amusements.—In no other set of rules have the idiosyncracies of school administrative labors been envolved more readily than in those restricting the amusements of teachers. In the smaller communities where the teachers stand more prominently before the public eye, the school authorities have, in response to popular sentiment, adopted restrictive measures. In many instances these measures have been solely prompted for the best interests of the schools while in others an over zealous and narrow spirit on the part of a dominant element has brought them into life.

The rules forbid the teacher from attending dances, sociables and card parties, and occasionally a board forgets itself so far as to forbid courting. Modifications are made in localities by exempting Friday and Saturday evenings from the restriction.

Appointments.—No duty performed by a

school board is of more far reaching importance than the appointment of teachers. In rural school districts this duty is performed by the school board without the intervention of anyone save in some instances the approval of or certification by the county superintendent or commissioner. In districts where three or more teachers are employed the advice of the principal or superintendent is sought.

In the selection, the professional, moral and physical equipment of the applicant should be considered. No person who is not physically and morally sound should be appointed. When experienced teachers are not obtainable those with professional training should be preferred.

Many school boards, in both rural and city districts, now demand normal school graduates. Where the school system is large enough to warrant the employment of a superintendent or a principal the latter is entrusted with the selection of the teachers, subject to the approval of the board. It is here held that if the superintendent is to be held responsible for the efficiency of the schools he must have a voice in the selection of the teachers.

"In judging the fitness of a teacher as to health, morals or temperament," the authorities hold, "there is safety in counsel. The business man's intelligence is essential to the best management of public affairs, even in matters purely educational. His contact with the world has revealed to him some facts regarding education and its value, and though he may have his own

personal bias or prejudice, that he would have to say after a thorough visitation of schools would be practicable, to the point, and free from technicalities."

Authority.— State Supt. Fowler of Nebraska, in a ruling regarding a teacher's authority over pupils on their way to and from school, says: "The teacher stands in the place of the parent at school and has the same jurisdiction over the conduct of the pupils there that the parent has at home.

"It seems to be a simple deduction from this principle that the teacher has the authority also over the pupils at all time when they are thrown together in the consequence of attending school, and it would be very disastrous to school discipline if the teachers were denied a reasonable control over the action of the pupils on the way to and from the schoolhouse. This right, therefore, seems to belong to the teacher by the implication without any express statement of the law to that effect." This contention is in accordance with a decision rendered by the Supreme Court of Michigan.

Certificates.— The following rules governing the employment and licensing of teachers prevail in a number of cities:

1. All teachers in the high school may be granted certificates upon presenting to the board of education evidence that they are graduates from some recognized college or normal school, or that they hold state certificates, or that they

possess qualifications which under law are equivalent to the above.

2. All teachers in the primary and grammar grades must be graduates from some recognized college or normal school or some high school, approved by the faculty of the state university or the faculty of the normal school and some training school, approved by board of education, or must satisfy the board by examination that they possess qualifications which will fit them equally well for the work they will be required to do.

3. Successful experience of three years teaching, together with the evidence of growth along professional lines will be considered sufficient ground for the renewal of certificates provided written application be made to the board therefor, stating therein the educational journals and books read, the teachers' associations, institutes or summer schools attended and any other work attempted to strengthen the professional life of the teacher. The board of education may also require the teachers to present a record of some educational work or a thesis upon some educational topic before such renewal.

4. The examination of all first applicants upon all subjects which they are required to teach and the science and art of teaching shall take place when application for the place is made. All examinations shall take place at the convenience of the board of education by a committee appointed by them for that purpose.

5. Certificates shall be granted for a period not exceeding five years.

Contracts.— The subject touches a practical phase in school administration. From the school board's point of view it will bear discussion which may lead to profitable results to both boards and teachers. There is no need of disguising the fact that breaches of contract are more largely chargeable to the teaching forces than to boards. This may be accounted for, primarily, in the fact that the individual teacher has more at stake in a contract than the individual school board member. Again, it may be said that the board, in case of a vacancy in the teaching force, can find a teacher more readily than can the teacher find an appointment.

But a contract is a contract. A teacher having accepted an appointment, is morally and legally bound to fill the engagement. Where a contract, either verbal or written, is entered into, the obligation is mutual and conclusive.

A school board that ignores a contract made with a teacher can be held for the salary involved. The courts invariably uphold the teacher where competency and faithful service are proven. Teachers as a rule, avail themselves of their rights in this direction, and, in case of unfair dismissal, secure the salary for the term covered by the contract.

It is seldom, however, that a school board brings an action against a teacher who breaks a contract. Even where the conduct of the teacher embarasses the board, legal action is

scarcely ever resorted to. The reasons are obvious and various. The teacher has either departed for distant points, is financially irresponsible, etc., etc., or the board deems it cheaper to hire another teacher than begin a lawsuit.

It is not pretentious to say that the average board is disposed to be fair. If a teacher, after having accepted an appointment in one school system, finds a better position in another school system, a release can usually be secured. The school board member seldom cares to stand between a teacher and his or her material advantage.

Debts.—All employes of the board are expected to pay promptly their obligations for services rendered them. Failure to do so should be sufficient warrant for their dismissal after an investigation to verify the facts in each particular case.

Discipline.— Teachers who insult or terrorize their pupils by the constant or frequent use of provoking, irritating, snappish language are subject to severe discipline. The children are their pupils not their menials; for the time being their subjects, not their slaves.

One of the first essentials in the qualification of a teacher is the ability to maintain order and place the class in a teachable condition through the practice of kindness, firmness and a wholesome enthusiasm.

Dismissals. — There are school systems in which the teachers hold their positions during

the pleasure of the board. The rules provide, however, that teachers who shall have served for three consecutive years shall not be subject to removal, except for some misconduct or incapacity as the board may deem a disqualification.

It is also provided that in order to remove a teacher, charges must be made in writing, a duplicate of which is furnished the teacher against whom the charges are made. The teacher receives a hearing before the committee on qualifications and upon the conclusion of this hearing the committee reports its finding to the board, which makes the final disposition of the case.

An Indiana writer on this subject very aptly says: When a school board decides that the services of the teacher or superintendent are no longer required it should let the teacher know the fact so that he can leave the service in such a way as not to suffer humiliation. It is adding insult to injury to allow a teacher or superintendent to work up to the end of the year, and then, without any warning, drop him. If a teacher is not giving satisfaction it is the duty of the board to frankly tell him so and state in what regard he is failing, and this should be done in time for the fault to be corrected if the teacher is capable of making the desired improvement.

There should be a spirit of fairness on both the part of the board and the teachers. School boards should not dismiss teachers without good cause and after having given due notice; neither

should teachers seek and accept two or more appointments when they can fill but one.

A teacher may be punished by fine, suspension or dismissal, after trial before the board of education or a committee of its body, under charges for one of four offences: (1) gross misconduct; (2) insubordination; (3) neglect of duty; (4) general inefficiency. But no teacher should be removed or dismissed, except after trial, under specific charges.

Eligibility. — No one is eligible as teacher who does not successfully fulfill one of the following conditions: A, completion of a high school course; B, completion of a high school course of study, with two years' successful experience in teaching; D, completion of normal school course of study; E, completion of a college course of study.

Examinations. — The plan pursued by many boards in selecting teachers for the schools is about as follows: Those applying for positions holding no diplomas from recognized universities, colleges or normal schools are given an examination to determine their scholarship, and the examination is so conducted that the examiner does not know whose manuscript he is examining, thus eliminating all personal reasons for showing favors.

After the examination each candidate for appointment to a position appears before a committee composed of the city superintendent and the board of education, each one of whom place an estimate upon the candidate's appearance,

self-possession, etc., while under a rapid fire of questions from the committee. These estimates are averaged and the candidates having the highest average in scholarship and the highest average of the estimates made by the committee receive the appointment to the vacancies. This plan is supposed to have the advantage of making merit the only qualification for appointment.

Health.—In a number of cities teachers applying for appointments must undergo medical examination, and present certificates from reputable physicians proving good health.

A number of boards rule that applicants of both sexes seeking appointment, after medical examinations, be excluded for the following causes: Pulmonary tuberculosis; marked physical deformity of any kind; pronounced neurasthenia, or nervous exhaustion; irremediable defects in sight or hearing; such organic disorders or such structural or nutritional deficiencies as may prevent the proper care and control of the pupils.

Leave of Absence.—When death occurs in the immediate family of any teacher, such teacher should be entitled to leave of absence for four days without loss of salary. A question has arisen over the interpretation of "immediate family." Some teachers have included uncles, grandfathers, mother-in-law, etc. The boards have allowed it to mean only fathers, mothers, brothers, sisters, and children.

Any teacher, who, on account of personal illness, is absent from school for a period not ex-

ceeding one month, should receive during such absence the regular salary less the amount of a substitute's pay which is usually fixed at from $1.00 to $2.50 per day.

Married. — Those who believe that a married woman should not teach urge mainly the following reasons:

That a married teacher owes a duty to her family, and that, therefore, her presence is demanded at home and with her own children. That family cares detract from the interests in her schoolroom labors. That by holding a position as a teacher she will deprive some single person from means of support. That common avarice or a hankering for dress and finery rather than love for the work prompts her to teach. That a married woman should rely only upon her husband for support. That there should be but one bread winner between husband and wife. That there are times in a married woman's life when ordinary delicacy forbids her presence in the schoolroom.

The opponents of rules prohibiting married women from teaching hold that fitness and character alone determine the employment of teachers, married or single. That a mother is a teacher by natural law. That a married woman has the same rights as her single sister to earn her living. That the seal of disfavor should not be stamped upon marriage. That a prohibitory measure wreaks discriminations and hardships. That it lessens personal freedom and free com-

petition. That it encourages old maidism. That such legislation is special and specious.

Frequently a married teacher holds a lucrative position in the public schools whose husband receives a salary great enough to maintain both in comparative comfort. The injustice of such double employment of husband and wife is felt by the young unmarried woman who is shut out of the schools to give place to the married woman. A married woman having an able bodied husband to provide for her, should strive to become what nature intended her to be, a companion to her husband, a mother to her children, and the queen of her home.

The rules and contracts of most school boards in the employment of teachers provide that the marriage of a woman teacher shall operate as a resignation of her position.

Non-Residents.—The following expresses the position of boards on the subject of non-resident teachers: No person is employed by the board who is not a legal resident of the city or who does not, after appointment, declare his or her intention in writing, to the board, to become such without delay; provided that, upon application, said person, may be exempted from the provisions of this rule by a majority of the vote of the board.

Outside Occupations.—It is frequently found that teachers, more particularly male teachers, are engaged in other occupations after school hours. Some solicit insurance, deal in real estate or serve in clerical capacities.

While school boards in larger cities have adopted rules forbidding teachers to engage in other occupations, the general consensus of opinion has been, where the matter has come under serious discussion, that, the board has no right to interfere. It is here held that, if the occupation does not lower the character of the teacher in the eyes of the pupils or parents, incapacitate him, or in any way lessen his value as a teacher, the board should not meddle.

Personal Appearance.—"It is a duty of the first importance," says an authority, "on the part of teachers to be models in personal appearance and in conduct for the pupils under their care. They are especially enjoined to avail themselves of every opportunity to inculcate neatness, promptness, politeness, cheerfulness, truthfulness, patriotism, and all the virtues which contribute to the effectiveness of the school, the good order of society, and the safety of American citizenship."

Politics. — The schoolmaster has certain rights which he may or may not exercise. Some board members hold that outside of school hours the schoolmaster's time is his own. He may teach private classes or follow commercial pursuits, saw wood or make political speeches. In fact, he may do exactly what other citizens do, so long as he fulfills his schoolroom duties.

This idea, however, is vigorously combated. It is held that the teacher holds a relation to society which precludes active partisanship, that

his position is a public one and of a nature that renders political activity "pernicious."

Private Instruction. — In some school sys tems a rule prevails forbidding teachers in city schools from giving private instructions to pupils for pay. The rule has grown out of the fact that teachers have neglected their pupils in order to recruit from them classes for private instruction.

Professional Training. — An authority says: "The idea is prevalent that all that is required to make a good teacher is good health, good character and a fair education. It must be admitted that these are essential qualities, but until some special training is universally demanded teaching will never take its place among the professions." Just as the lawyer, the physician and the clergymen must have special training so should the teacher after receiving a liberal education in general branches, secure a special training in the art of teaching.

Rating.— Rules on this subject usually provide that the superintendent or principal at the close of every semester report on the qualification of teachers. These reports are to state whether the teacher rendered excellent, good, medium or poor service during the preceding school year. The members of the board and the teachers have access to this data, which is considered confidential so far as the press and the public are concerned.

Substitutes. — School authorities should constantly keep on file a list of substitute teach-

ers to be called into service as may be needed whenever regular teachers are absent. The qualifications of such teachers cannot always be fixed at a high standard but care should be taken that at least fairly mediocre material be secured.

Testimonials. — No uniform practice in granting recommendations to teachers has as yet been adopted. While many school officials are careful and conscientious in what they state regarding the character and efficiency of a teacher, there are those who write out recommendations in such general terms as to mean anything and nothing. Recommendations in order to be serviceable should be free from complimentary expressions and general statements, and should embody information on the following points: 1st, scholarship; 2d, personality and discipline; 3d, teaching ability; 4th, popularity; 5th, general health; 6th, character.

In school districts where no superintendent or principal is employed the recommendations should be signed by the whole board. They should be signed by the superintendent or principal where such are employed.

Visiting. — Prof. William J. Milne says: "Boards of education should require teachers to visit at other schools. The school teachers cannot keep up to the desired standard by always looking on their own work. In order to absorb ideas they must go to the schoolrooms of others, and the system of having them report on their visits is useful."

To this may be added the opinion of Prof. J. N. Wilkinson, who says: "The teachers of any city should not only come in contact with the variety of ideas in the schools of their own system, but with the best thought of their fellows in other cities as well as the best thought of educational conventions."

TELEPHONES. The use of the telephone in all school buildings must be restricted to the members of the board and the employes, who shall authorize its use to others only in case of necessity. During school hours, any message intended for any employe of the board, should be communicated through the superintendent or the principal of the building to which the message is sent. All communications to pupils must be sent through the principal of the building, and no child should be excused on a telephone message, except in cases of real necessity. No teacher should be allowed to use the telephone during school hours, except in cases of real necessity.

TEXT-BOOKS. Their Purposes.— An eminent educator sums up the purpose of text-books as follows:

"(1) to aid the teacher, by affording to the pupils independent sources of information and instruments of study; (2) to aid the pupil in acquiring habits of self-reliance in study; and (3) to enable the pupil to learn how to use books as a means of self-culture. A good text-book should be clear in language and style;

should be divided into topics well arranged, and should be adapted to the pupil.

"In a schoolroom text-books are used (1) to give information; (2) to secure systematic work; (3) to employ the time and energies of the pupils; (4) to aid the teacher.

"The poorest book is better than none at all, since it furnishes something like a definite guide for both pupil and teacher. It outlines, at least, a definite course of procedure. Text-books are the teacher's tools in trade. Like other tools, they are undergoing constant improvement. Compare the readers, arithmetics, geographies, etc., of to-day with those of fifty, yes, even ten years ago and note the improvements."

Adoption. — Text-books are generally adopted by school boards, frequently with and sometimes without the advice or approval of the professional factors. The judgment of the best minds is, that, while not every book which the superintendent or principal recommends need necessarily be adopted, no text-book should be adopted which cannot be recommended by them.

Text-books are usually adopted for a period, not to exceed, five years. In some states the adoptions are left to the several school districts while in others a State Text-Book Commission adopts a list of books to be used by all districts. In the latter case, however, the larger cities operating under charter, are exempt from the operation of the law. Again county uniformity prevails in some states.

Free Text-Books. — An authority recounts the chief arguments against free text-books:

1. That free text-books cause an injustice to those not patronizing the public schools by making them pay for what they do not use.

2. That they are unnecessary except for indigent pupils.

3. That it increases the cost of schools.

4. That it makes more work for the teacher.

5. That some people desire to preserve the books used in their school days.

6. That it will increase the danger of spreading contagious diseases.

7. That it smacks of paternalism.

Arguments for Free Text Books.—

1. There are twenty-four states using free text-books, in some form, and no place using them has ever returned to the old plan.

2. The cost is greatly reduced.

3. All pupils are supplied with the books and necessary material the first morning of school.

4. The attendance is greatly increased.

5. By the experience of schools using free text-books, the books are shown to last longer and to be kept in better condition, and they are worn out at school and do not rust out at home on the shelf.

6. No pupil is hindered from buying his own books if he wishes to own them.

7. Fresh and modern books may be secured.

8. Better gradation and classification, since all pupils would have the same text.

9. It prolongs the school life of many pupils, for the increased price of high school books often hinder their attendance.

10. It banishes the obnoxious distinctions between those that can and those that cannot afford to buy their own books, which often arises under the law providing free text-books for indigent children.

11. Pupils transferred from one grade to another during the year would not be obliged to buy new books.

12. Contagious diseases are less apt to be carried into school, for the free texts would be disinfected and kept clean.

Supplementary Reading. — As implied by its name a supplementary book is intended to supplement the work of the regular text-book. Its value is now generally recognized in that it enhances the interest of the pupils in the lessons in hand.

TRANSPORTATION. Pupils.– The transportation of pupils is one of the important features of the consolidation of rural schools. Where a centrally located graded school takes the place of a number of small schools the custom, in accordance with recent movements towards the improvement of the rural school system, the pupils are conveyed at the public's expense to and from school. The purpose of this movement is to afford the children the advantages of a full graded school with all modern equipments, etc.

In cities school boards frequently provide for

a nominal street car fare for children having any distance to go to and from school.

TUITION. It is the custom of most school boards to charge non-residents with a tuition fee. In most instances this fee is based upon the actual pro rata cost per pupil, while in exceptional cases the fee is raised in order to limit the attendance consistent with the school capacity. In Ohio, Wisconsin and other states the non-resident fee is charged against the district in which the pupil resides. This applies more particularly to students coming from districts where no high schools are maintained.

In some localities parents residing outside of the city or village limits are credited with the amount of taxes they pay said city or village on the non-resident fee of their children.

The law designates as the legal home of the child where its parents or legal guardian resides and does not recognize temporary adoptions made for the purpose of evading the stipulated non-resident tuition fee.

The rates for primary or grammar school students range from $1 to $3 per month; for high school students from $2 to $7.50 per month. As a rule payment is exacted in advance.

TYPEWRITING. The experience with the typewriter in high school commercial departments justifies the opinion that it develops accuracy and care in the pupil to a very marked degree. The acquisition of power over the machine puts something tangible before the pupil

to work for, and it is not difficult to create in him a desire to become master of the instrument and at the same time perfect himself in incidental requirements. It is an educational means towards a proper use of the English language—terseness and elegance of expression, spelling, capitalization, punctuation, paragraphing, business and other forms.

VACCINATION. The rule demanding pupils to be vaccinated is almost universal throughout the United States. The opposition to the rule is quite strong in a number of localities and has even been carried into the courts. The state supreme court decisions, with one exception, however, uphold the school and health authorities in making vaccination a condition for admission to the schools.

VANDALISM. W. W. Stetson, of Maine, says: "No school is worthy of the name it bears unless the children therein come to have a sense of their personal, community and national responsibility. This knowledge will show them that every violation of rules and laws, every instance of malicious destruction of property, every manifestation of vandalism, all exhibitions of impudence and indolence, all forms of disrespect for persons, places, positions, sacred things, help to make possible the birth of an anarchist and the act of an assassin."

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